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ABSTRACT

This compilation of abstracts reflects documents that concern supervisory and administrative theory, skills, and methods, including models, procedural steps, research reports, and bibliographic information. Based on document resumes in issues of RIE through July 1973, the following information is presented for each document: personal or institutional author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price of the document if it is available from the ERIC Document Reproduction Service, alternate availability, and the abstract. The documents are listed alphabetically by author and are numbered. A subject index refers to the document listing number. The subject terms, arranged in alphabetical order, are identical to those contained in the subject index of RIE. (Author)

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An ERIC Abstract

A Collection of ERIC Document Resumes on

ADMINISTRATIVE/SUPERVISORY SKILLS AND METHODS FOR ELEMENTARY AND SECONDARY SCHOOL PRINCIPALS

Compiled by

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PREFACE

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The ERIC Clearinghouse on Educational Management, one of several clearinghouses in the system, was established at the University of Oregon in 1966. The Clearinghouse and its companion units process research reports and journal articles for announcement in ERIC's index and abstract bulletins.

Research reports are announced in Research in Education (RIE), available in many libraries and by subscription for $38 a year from the United States Government Printing Office, Washington, D.C. 20402. Most of the documents listed in RIE can be purchased through the ERIC Document Reproduction Service, operated by Leasco Information Products, Inc.

Journal articles are announced in Current Index to Journals in Education. CIJE is also available in many libraries and can be ordered for $44 a year from Macmillan Information, 866 Third Avenue, Room 1126, New York, New York 10022. Annual and semiannual cumulations can be ordered separately.

Besides processing documents and journal articles, the Clearinghouse has another major function—information analysis and synthesis. The Clearinghouse prepares bibliographies, literature reviews, state-of-the-knowledge papers, and other interpretive research studies on topics in its educational area.

This abstract is the result of a cooperative arrangement between the Clearinghouse and the National Association of Elementary School Principals and the National Association of Secondary School Principals. The Clearinghouse compiled the abstract from document resumes in Research in Education to present an up-to-date collection of ERIC materials on administrative and supervisory skills and methods for elementary and secondary school principals. The materials are to be used in the NAESP-NASSP jointly sponsored Right to Read: Administrator Leadership Clinics, designed to improve the skills of elementary and secondary school principals as instructional leaders.

Philip K. Piele
Director, ERIC Clearinghouse
on Educational Management

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the National Association of Elementary School Principals and the National Association of Secondary School Principals for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of the National Association of Elementary School Principals, the National Association of Secondary School Principals, or the National Institute of Education.

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INTRODUCTION

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To compile such a list, the RIE subject indexes are searched, using key terms that define the topic. Documents are selected on the basis of currency, significance, and relevance to the topic.

This compilation on administrative and supervisory skills and methods for elementary and secondary school principals was produced at the request of the National Association of Elementary School Principals and the National Association of Secondary School Principals. Index terms used are ADMINISTRATOR ROLE, PRINCIPALS, SUPERVISION, SUPERVISORS, SUPERVISORY METHODS, and TEACHER SUPERVISION. The documents concern supervisory and administrative theory, skills, and methods, including models, procedural steps, research reports, and bibliographic information. The listing is complete for all issues of RIE through July 1973 and includes documents processed by this and other clearinghouses.

Based on the document resumes in RIE, the following information is presented for each document: personal or institutional author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price of the document if it is available from the ERIC Document Reproduction Service, alternate availability, and the abstract. The documents are listed alphabetically by author and are numbered.

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1. Ackerly, Robert L. The Reasonable Exercise of Authority. Washington, D.C.: National Association of Secondary School Principals, 1969. 33 pages. ED 040 490 MF $0.65 HC not available from EDRS. (Available from National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091. $1.00, quantity discount.)

   This booklet provides information and guidance for principals and other administrators concerning their duties and powers as defined by court decisions and suggests acceptable approaches to reasonable exercise of authority by school officials. The first section describes due process and its relationship to school law. Guidelines for administrative action in the second section derive from court decisions and concern freedom of expression, personal appearance, behavior codes, student property, extracurricular activities, discipline, student government, student press, petition rights, and drugs. The final section annotates landmark court cases affecting the balance between the authority of the building administrator and the civil liberties of students.

2. Amor, J. P., and Dyer, J. S. A Decision Model for Evaluating Potential Change in Instructional Programs. Los Angeles: Center for the Study of Evaluation, University of California, 1970. 31 pages. ED 050 177 MF $0.65 HC $3.29.

   The statistical model presented in this document is designed to assist elementary school principals in the process of selecting educational areas needing additional emphasis. For each educational area, the model produces an index number representing the expected value per dollar spent on an instructional program appropriate for strengthening that area. Although the model is explained in terms of this specific application, the approach could also be used to structure similar decision problems at the district or state levels, or in secondary or preschool educational systems. Calculation of the index number for a particular area depends on the relative importance of that area in terms of overall educational goals; the utility or value to the decision-maker of making an improvement in that area, given the current level of performance; the probability distribution of the results of implementing a particular type of improvement program for that area, given the current level of performance; and the cost of the program. These factors are combined into a statistical formula yielding the desired index number. The authors discuss the use of these indexes as decision instruments. Statistical data and a bibliography are included.

3. Bash, James H., and Long, Roger L. Effective Administration in Desegregated Schools. Bloomington, Indiana: Phi Delta Kappa, 1968. 78 pages. ED 025 037 MF $0.65 HC $3.29. (Also available from Phi Delta Kappa, Eighth and Union, Bloomington, Indiana 47401. $0.50.)

At the local level, the principal is the key person in the implementation of the school board's decision to desegregate the schools. Through interviews and a questionnaire, the authors obtained information on practices and procedures followed by successful principals. Topics discussed include the general personal characteristics required of the effective principal, his role in orienting the pupils and staff to the prospect of school desegregation, his role in organizing instruction, the problem of student discipline, the principal's relationship with the teaching staff, the handling of extracurricular activities, the principal's role in promoting intergroup understanding, school-community relationships, and the major decisions facing principals. An annotated bibliography lists 30 items.

4. Becker, Gerald, and others. Issues and Problems in Elementary School Administration. Final Report. Corvallis: Center for Educational Research and Service, Oregon State University, 1970. 194 pages. ED 040 506 MF $0.65 HC $6.58.

A national study was conducted to determine the problems of the elementary school principal; the types of assistance available to principals from national and state departments of education, colleges and universities, state elementary school principal associations, and regional educational laboratories; and the relevance of college and university preparatory programs. The study employed a questionnaire and an interview guide. The primary source of information was a sample of elementary school principals from the fifty states selected to achieve a balance in regional classification and in a six-step rural-urban classification. Identified problems fall into the categories of school and society, pupil personnel, instructional program, administrative leadership, organizational texture, and finances and facilities. The principals were also asked to anticipate the problems of the next ten years. This report provides conclusions and recommendations on the elementary school principalship and its future.

5. Benjamin, Dayton. How Principals Can Improve Instruction. 1970. 42 pages. ED 066 420 Document not available from EDRS. (Available from A. C. Croft, Inc., 1910 Main Street, Santa Monica, California 90405. $6.75.)

The guidelines for supervisory activity presented in this handbook relate directly to the classroom work of teachers and pupils. Specific concerns include the principal and his involvement in curriculum, psychological principles of learning as a guide to supervisory activity, sociological principles of education as a guide to supervisory activity, how principals can become involved, rationalizations principals might use to avoid student contact, and a program for inservice training of

instructional principals. Chapters concerning psychology and sociology offer specific guidelines to principals who work directly with teachers and pupils. Examples of how principals can become involved are classified under the headings of curriculum materials and instructional procedures, mental hygiene of teachers, and administrative arrangements. Seven inservice activities should upgrade the instructional principal's competence in the field of curriculum.

6. Bergen, J. J., editor. Administration for Student Development. Lecture series of the 1969 Leadership Course for School Principals, Edmonton, Alberta. Department of Educational Administration, University of Alberta, 1969. 61 pages. ED 044 802 MF $0.65 HC $3.29. (Also available from Department of Educational Administration, University of Alberta, Edmonton 7, Canada. $3.00.)

   This collection of papers focuses on school administration and its relation to students. The papers agree that the modern student matures earlier, has higher expectations, is more affluent, is more isolated from adults, is more critical and outspoken, and therefore must be heard by teachers and administrators.

7. Berman, Louise M., and Usery, Mary Lou. Personalized Supervision: Source and Insights. Washington, D.C.: Association for Supervision and Curriculum Development, 1966. 64 pages. ED 022 264 MF $0.65 HC not available from EDRS. (Available from Association for Supervision and Curriculum Development, 1201 Sixteenth Street NW, Washington, D.C. 20036. $1.75.)

   New methods to personalize supervision give teachers and supervisors more concrete techniques and information with which to develop their abilities. Examination of several teaching and supervisory studies provides insights into the supervisory role and teacher behavior. The authors suggest four models for supervisory practice.

8. Bish, John, and others, editors. Information Requirements for Planning Instructional Strategies: An Anthology for Teachers and Principals. Alexandria, Virginia: Central Atlantic Regional Educational Laboratory, Inc., 1969. 209 pages. ED 032 292 MF $0.65 HC $9.87.

   The introduction to this anthology reports a study designed to develop a systematic procedure for gathering information from actual school settings about the impact of school organization, staffing, and administration on students. The resultant information would provide baseline data for decision-makers. The introduction also describes methods and procedures, data analysis techniques, and specific objectives of the study. Objectives include selection, modification, and design of

instruments for gathering data on students', teachers', parents', principals', and teacher aides' percepts of selected issues in the elementary school and instruments for making objective observations of classroom environment. Another objective was accumulation of baseline information on one public and one nonpublic (one centralized and one decentralized) elementary school in an urban, deprived environment. The eight chapters in the anthology, each written by a specialist in the area of concern, present different aspects of the study: the place of objective information in total school planning; critical information requirements in the management of the elementary school; analysis and implications of student, teacher, and parent percepts of student performance; professional staff encounters; classroom ecology; general atmosphere for administrative autonomy; the atmosphere for decision-making; three views of the teacher aide; and community interest in local school management.

9. Cook, J. Marvin. "Behavioral Objectives and the Supervisor. An Occasional Paper." Paper presented at Supervision of Instruction Symposium 1: Performance Objectives and the Supervisor, November, 1971. Columbus: Ohio State Department of Education. 17 pages. ED 066 825 MF $0.65 HC $3.29.

   The supervisor facilitates student attainment of the instructional objective by diagnosing the curriculum (in particular the behavioral objectives) and teacher behavior, prescribing steps to remedy areas of concern (curriculum and teachers), and facilitating changes in the curriculum while enabling teachers to acquire new competencies needed to promote student success. Behavioral objectives established for students in the classroom become the supervisor's instructional objectives.

10. Cross, Ray. "A Description of Decision Making Patterns of School Principals." Paper presented at American Educational Research Association annual meeting, New York, February 1971. 15 pages. ED 049 530 MF $0.65 HC $3.29.

    A study of the administrative behavior of school principals concluded that principals' decision-making patterns are reactive, rapid, and probably strongly influenced by subordinates. The research involved direct observation and a set of unique categories. The author attempts to describe the sources of principals' problems, the principals' initial reactions to problem stimuli, the patterns of principals' decision-making, the premises employed by principals in making initial responses to problems, and a tested system of categories for use by other researchers in studying administrators' decision-making behavior.

11. Cunningham, Luvern L. Governing Schools: New Approaches to Old Issues. Merrill's Series for Educational Administration. 1971. 277 pages. ED 069 920 Document not available from EDRS. (Available from Charles E. Merrill Publishing Company, Division of Bell and Howell Company, 1300 Alum Creek Drive, Columbus, Ohio 43216.)

Written for educational administrators, this book covers a wide range of problems, from the difficulties of administering a junior high school in the ghetto to the difficulties of reorganizing metropolitan areas. The author provides criteria for evaluating proposals to solve the problems and gives the historical perspective needed to view the school-society scene objectively. Early chapters of the book treat contemporary problems and issues ranging from the questions of institutional survival in times of extreme crisis to the larger issues in institutional accountability. Subsequent chapters contain analyses of the relationship between school and other governments, the implications of research on community power for school control, and some new models for organizing schools on metropolitan bases. Concluding chapters deal with proposals for reform such as decentralization and community control, citizen participation in school affairs, and perspectives on preparing today's educational leaders for tomorrow's problems.

12. Fitzwater, Ivan W. Practical Techniques for High School Administration. Muncie: Indiana Public School Study Council, 1968. 107 pages. ED 030 966 Document not available from EDRS.

This document offers specific, practical techniques for dealing with the multiple responsibilities and problems associated with contemporary secondary school administration. The author provides the secondary school principal with guidelines applicable to seven areas of secondary school administration: development of philosophy and goals; curriculum development and innovation; selection and organization of staff; inservice training; student control; management of facilities and finances; and dissemination of information to the public, staff, and students. The guidelines stress the need for continued administrative leadership in the development of a team approach to school problems.

13. Franseth, Jane. Supervision in Rural Schools: A Report on Beliefs and Practices. Washington, D.C.: Bureau of Educational Research and Development, Office of Education (DHEW), 1965. 62 pages. ED 054 873 MF $0.65 HC $3.29.

The purpose of this report is twofold: to increase understanding of what is involved in the process of supervision and to help instructional personnel analyze supervisory behavior through guiding principles based

on knowledge of human behavior examined in light of educational objectives. Rural situations show supervisors at work helping teachers, illustrate problems in supervision, and present approaches designed to improve supervisory practices. The author discusses guiding principles of good supervision and the application of those principles in improving learning opportunities for students.

14. Gorton, Dick. "The Importance of Administrator Expertise in Instructional Leadership." Paper presented at American Educational Research Association annual meeting, New York, February 1971. 23 pages. ED 048 645 MF $0.65 HC $3.29.

    This document reports a study investigating the relationship between the secondary principal's instructional expertise (as perceived by the classroom teacher) and the likelihood that a teacher with an instructional problem would seek the principal's assistance. Major conclusions of the study were that perceived expertise is the most important variable in determining the likelihood that a teacher will seek the assistance of another individual, whether that individual is a principal, department head, teaching colleague, or member of the central office staff; of the four potential sources of instructional leadership, teachers perceived the principal as possessing the least degree of expertise for helping with instructional problems; and as a result of these findings, the principal may need to redefine his role responsibilities.

15. Helwig, Carl. Democratic Supervision and Creative Supervision: Are They Possible Misnomers? 1968. 7 pages. ED 055 324 MF $0.65 HC $3.29.

    Empirically identified variables could assist in delineating the role of the supervisor within the school. The supervisor, in his exercise of influence and power, must rely more on the formal than the informal power structure. If the supervisor can modify his own role behavior to a supportive style of leadership, he can, to a degree, exercise positive influence outside the formal hierarchical structure, though his adjustment to this leadership style must relate to formal role expectations. The best means at the supervisor's disposal to exert influence and exercise power is his own technical competence. Thus, the tags of democratic supervision and creative supervision seem to be empty cliches.

16. Hull, Ray, and Hansen, John. Classroom Supervision and Informal Analysis of Behavior. A Manual for Supervision. Eugene: Oregon School Study Council, 1972. 53 pages. ED 071 161 MF $0.65 HC $3.29. (Also available from Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403. $2.50.)

Those responsible for helping teachers develop into skilled professionals must incorporate a rational plan of feedback and assistance. The authors describe the supervision cycle and outline simple and practical techniques for collecting data to assist the classroom teacher. The teacher and the observer must both identify objectives. This supervisory manual is designed to yield maximum data while requiring minimum expertise.

17. Leeper, Robert R., editor. Changing Supervision for Changing Times. Speeches presented at Association for Supervision and Curriculum Development annual conference, Chicago, March 1969. Washington, D.C.: Association for Supervision and Curriculum Development. 69 pages. ED 041 353 MF $0.65 HC not available from EDRS. (Available from Association for Supervision and Curriculum Development, National Education Association, 1201 Sixteenth Street NW, Washington, D.C. 20036. NEA Stock No. 611-17802, $2.00.)

Four addresses consider some important issues for educational supervisors in a society undergoing rapid social changes. Jacqueline Grennan Wexler suggests that open communication in a climate of mutual independence and responsibility among educational administrators, students, teachers, and taxpayers is a possible solution to turmoil in contemporary education. Harry S. Broudy treats the school as a social system and outlines three major areas of stress in contemporary education: teachers versus taxpayers, black versus white cultures, and students versus administrators. Richard L. Foster challenges supervisors to be leaders of educational revolts by proposing new curricula and methods of school organization to make educational institutions relevant to contemporary problems. Muriel Crosby chides supervisors for failing to accept responsibility in the leadership of their own profession and recommends the professionalization of supervision through the establishment of a body of theory and practice pertinent to that field.

18. Lucio, William H., editor. The Supervisor: New Demands, New Dimensions. Papers presented at Association for Supervision and Curriculum Development Commission on Problems of Supervisors and Curriculum Workers conference, New Orleans, December 1967. Washington, D.C.: Association for Supervision and Curriculum Development, 1969. 115 pages. ED 030 976 MF $0.65 HC not available from EDRS.

Seven papers examine the functional and organizational roles of the school supervisor in the context of new social, organizational, and professional demands on the school. The papers were presented at a symposium focusing on three related themes. The first theme,

"The Supervisor: New Demands, New Dimensions," is treated by C. Taylor Whittier in his paper, "The Setting and New Challenges." Papers concerned with the second theme, "Coping with Role Realities," are "Helping Adults Change" by Gordon J. Klopf, "Influencing Professional Negotiation" by William F. Young, "Assessment of Learning Outcomes" by J. Thomas Hastings, and "Coordinating the Team" by George W. Denemark. The third theme, "Career Development," provides the subject for "Implications for Career Development" by William H. Lucio and "The Supervisor and His Professional Identity" by Jack R. Frymier.

19. Maguire, Louis M., and others. An Annotated Bibliography on Administering for Change. Philadelphia: Research for Better Schools, Inc., 1971. 339 pages. ED 056 246 MF $0.65 HC $13.16.

This annotated bibliography reflects the philosophies of the Administering for Change Program (ACP) of Research for Better Schools, Inc. The goal of ACP is to create an institutional change capability for local school districts. The first section describes ACP. The second presents an overview of change literature, illustrating the knowledge base component of ACP. Sections on organizing for change, planning for change, and managing for change reflect the three remaining components of ACP. The sixth section consists of entries on bibliographies and annotated bibliographies. Both an author and a title index are provided.

20. Marquit, Lawrence J. "Perceptions of the Supervisory Behavior of Secondary School Principals." Paper presented at American Educational Research Association annual meeting, Chicago, February 1968. 38 pages. ED 020 579 MF $0.65 HC $3.29.

To determine how secondary school teachers and principals perceived supervisory stimuli, a thirty-six-item questionnaire was administered in fifteen three-year and four-year New York State secondary schools representing a stratified random sample according to student population, geographic location, and status as a city or village school district. Respondents included five principals and 165 teachers of village schools and ten principals and 531 teachers of city schools. The supervisory program is defined as the collective behavior the principal exhibits to achieve instructional improvement. Principal and teacher perceptions were measured on an ascending five-point scale for nine categories of supervisory tasks: curriculum development, instructional organization, staffing, provision of instructional aids, orientation of new instructional staff, inservice education and professional growth, coordination of special services, development of school-

community relations, and evaluation. Analysis of the data shows that principals scored themselves significantly and consistently higher than teachers scored their principals on effectiveness in supervision, that older teachers tended to regard principals as more effective supervisors than did younger teachers, that teachers in larger schools and with more training regarded principals as more effective supervisors, and that principals were rated higher by male than by female teachers as providing supervisory stimuli.

21. McGee, Robert T. Guidelines for Effective Educational Supervision. 1970. 38 pages. ED 066 419 Document not available from EDRS. (Available from A. C. Croft, Inc., 1910 Main Street, Santa Monica, California 90405. $5.95.)

    Practical guidelines for educational supervision include the following: (1) supervision of the instructional program is a priority for supervisors, (2) good management procedures create time for supervision, (3) supervision should be based on the best models, (4) supervisors should know the curriculum and the materials and activities supporting the curriculum, (5) supervisors should be sensitive to theories of learning, (6) supervisors should share their expectations with the staff in clear-cut and operational terms, (7) courtesy is a part of good supervision, (8) classroom visitations should be made with relative frequency and the class period used as a reasonable measure of the duration of the visit, (9) supervisors should observe the total learning process and its setting and concentrate on the children and their responses rather than on the teacher, (10) the conference is a diagnostic opportunity for both the teacher and the supervisor, and (11) supervisory style is developed by considering the total educational setting. A sixteen-item bibliography, a list of periodicals and services, and a professional staff evaluation form are included.

22. McKay, D. A., editor. The Principal as Administrator. 1968 Leadership Course for School Principals. Edmonton, Canada: Department of Educational Administration, University of Alberta, 1968. 71 pages. ED 044 803 MF $0.65 HC $3.29. (Also available from Department of Educational Administration, University of Alberta, Edmonton 7, Canada. $2.50.)

    Papers by nine authors focus on topics related to the school principal: administrative change, decision-making, educational planning, communication strategies, and evaluation. The principal's role has become highly complicated, and there is some disagreement as to the precise nature of his role. Principals or those who work with principals should attempt to develop a reasonable perspective on the principal's job.

23. McKelvey, Troy V., and Swanson, Austin D., editors. Urban School Administration. 1969. 220 pages. ED 033 446 Document not available from EDRS. (Available from Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, California 90212. $7.50.)

Twelve papers presented at an institute for urban school administrators deal with the contemporary urban educational problems related to school desegregation, social integration, and equality of educational opportunity. The authors of the papers relate recent research findings to practical field experience and provide an overview of the contemporary social crisis in urban areas; an analysis of the effects of racial isolation, conpensatory education, and school integration on the achievement and adjustment of disadvantaged and advantaged children; a description of current and desirable future patterns of school-community relations in urban areas, including specific suggestions for improving community and parental involvement and for organizing low income neighborhoods for political action; a description of needed instructional and curricular innovations and advice concerning the recruitment, retention, and role of qualified staff for urban schools; and an analysis of structural problems including organizational communication, division of labor, governance, and guidelines for restructuring urban school government.

24. McNeil, John D. "Supervision of Instruction: The Relationship of Theory and Practice to Accountability." Paper presented at Supervision of Instruction Symposium 3: Accountability and the Supervisor, April 1972. Columbus: Ohio State Department of Education. 7 pages. ED 064 803 MF $0.65 HC $3.29.

The information in this paper should provide assistance to those supervisors who design accountability plans. The author analyzes the frequently overlooked distinctions necessary in considering accountability plans and discusses recent tools for implementing teacher accountability. Necessary distinctions include the differences between process and product accounting and the difference among types of actions that can be taken by a supervisor should he discover that the expectations for teacher advancement of student learning growth are not being met. Two innovative tools are the supervisor-teacher preinstructional conference and a teacher performance test.

25. Michalak, Daniel A. "Supervisory Conferences Improve Teaching." FERDC Research Bulletin, 5, 3/4 (Fall/Winter 1969). Gainesville: Florida Educational Research and Development Council. 39 pages. ED 051 089 MF $0.65 HC $3.29.

This paper reviews the development of the supervisory conference from 1930 to 1969 and contrasts the objectives and procedures of traditional and emerging models of supervision. A general discussion of systematic observation instruments for use in supervisory conferences leads to detailed descriptions of and directions for using two specific instruments: the Supervisory Conference Verbal Behavior Instrument and the Supervisory-Teacher Verbal Interaction Instrument. The paper also includes guidelines for managing a conference, a suggested model of an effective supervisory conference, and a sample "conferencing guide and record".

26. Miklos, E., and Stewart, A. N., editors. Developing a Concept of the Principalship. The Lecture Series of the 1967 Leadership Course for School Principals. Edmonton, Canada: Department of Educational Administration, University of Alberta, 1967. 88 pages. ED 043 932 MF $0.65 HC $3.29. (Also available from Department of Educational Administration, University of Alberta, Edmonton 7, Canada. $1.50.)

Nine papers by six authors develop a concept of the principalship. Topics analyzed include general functions of the principal, the organization in which the principal works, formulation of objectives, and the relationship of the principal to his staff, students, superintendent, and school board.

27. Mink, Oscar G. "Supervision and Performance Objectives." Paper presented at Supervision of Instruction Symposium 1: Performance Objectives and the Supervisor, November 1971. Columbus: Ohio State Department of Education. 19 pages. ED 064 798 MF $0.65 HC $3.29.

The technology involved in the systems approach to instruction uses performance objectives and demands a structured organizational climate in which high productivity will most likely result from detailed supervision. Performance is a function of the interaction between supervisory style and organizational climate. Performance objectives are integral to the systems approach to instruction. The systems approach is highly sophisticated and includes carefully defined logic and procedures. The introduction of performance objectives and the concomitant systematization of instruction produces more structure and rules than is normally the case in teaching, therefore requiring more detailed supervision. In this context, the author discusses the need for close supervision in employing the systems approach to instruction and outlines some of the essential elements in the supervision of instruction using performance objectives.

28. Moore, James J., and Mattaliano, Anthony P. Clinical Supervision: A Short Description. Connecticut: West Hartford Public Schools, 1970. 14 pages. ED 064 235 MF $0.65 HC $3.29.

Clinical supervision is a method of classroom supervision employing face-to-face relationships between supervisor and teacher. Clinical supervision aims to improve instruction by helping the teacher. The activities of such supervision include supervision of actual professional activity, enhancement of interactive personal contact between teacher and supervisor, and analysis of teaching by both parties subsequent to observation. The clinical supervision cycle consists of five events: a preobservation session prepares the supervisor to observe; in the classroom observation session, the supervisor attends the class with recording instruments; the strategy session plans and prepares for analysis; the analysis session enables teacher and supervisor to meet and discuss instruction; and the postconference session analyzes the supervision. The authors also include a brief summary of the relationship of clinical supervision and teacher evaluation.

29. Murphy, Lila Catherine. The Feasibility of Audiotape-Telephone Supervision of High School Teachers. Ph.D. dissertation, Ohio State University, 1969. 199 pages. ED 034 040 Document not available from EDRS. (Available from University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106. Order No. 70-14,079 MF $4.00 HC $10.00.)

To determine the feasibility of using audiotape recordings of class sessions and followup supervisory telephone conferences in inservice teacher supervision, sixteen experienced and nine inexperienced junior and senior high school home economics teachers recorded three class sessions and mailed the tapes to the supervisor. After the supervisor reviewed each tape, a followup supervisory conference was conducted by telephone. Additional data were gathered from discussions at a group conference, recorded telephone conferences, and the supervisor's records. Teachers and supervisors found the media and method acceptable, efficient, and effective. Teachers preferred the audiotape-telephone method or a combination of this method and personal contact to the supervisory school visit and rated the audiotape-telephone method as most valuable in stimulating self-evaluation. Significant differences existed between the scores of experienced and inexperienced teachers on satisfaction with the audiotape-telephone method and the ability to interact verbally with the supervisor.

30. Myers, Donald A. Decision Making in Curriculum and Instruction. An IDEA Monograph. Dayton, Ohio: Institute for Development of Educational Activities, 1970. 54 pages. ED 052 537 Document not avail-

able from EDRS. (Available from I/D/E/A, Mail Orders, P.O. Box 628, Far Hills Branch, Dayton, Ohio 45419. $1.50.)

This monograph aims at assuring greater rationality in decision-making processes involving boards of education, school superintendents, principals, and teachers. The discussion begins with an analysis of the present confusion regarding who makes curriculum and instruction decisions. A theoretical framework, consistent with some of the established theories concerning formal organizations, curriculum, and decision-making, is then proposed to form a model that can be challenged, examined, and modified. This conceptual scheme guides the practical business of making curricular decisions in school systems, schools, and classrooms.

31. National Association of Elementary School Principals. Selected Articles for Elementary School Principals. Washington, D.C.: 1968. 254 pages. ED 031 789 MF $0.65 HC not available from EDRS. (Available from National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209. Stock No. 181-05558, $6.00, quantity discount.)

Forty-five unsolicited manuscripts relate to prominent concerns of elementary school principals. The manuscripts are presented under nine topics: the role of the principal, supervision, inservice education, teacher preparation, school-community relations, parent relations, guidance, discipline, and miscellaneous. Issues treated in specific articles include consultation as a function of leadership, duties of the elementary school principal, the changing principal's role, a model of focused supervision, successful student teaching through evaluation, home-school communications, the disturbed child in the regular classroom, improving pupil behavior, professional negotiation, and the effect of the school's physical environment on pupil behavior.

32. Neville, Richard F. "Supervisory Behavior in Education: A Report of Survey Research." Paper presented at American Educational Research Association annual meeting, New York, 1971. 18 pages. ED 051 083 MF $0.65 HC $3.29.

This review of twelve survey research studies on teacher supervision completed between 1941 and 1969 attempts to identify and interpret critical factors in supervisory performance, while also suggesting specific components of these factors. The research findings indicate at least three required areas of competence for effective supervisory performance: human relations, technical competence, and managerial

ability. Factor analytic studies of supervisory behavior may help to identify conceptual and performance dimensions of supervision, which can then provide the basis for the construction of sound programs of supervisory preparation.

33. Oliva, Frank D., and Koch, E. L., editors. Seminar Series for School Administrators. Volume 4, Designs for the Seventies: An Administrative Perspective. Papers presented at Western Canada Educational Administrators' conference sponsored by Council on School Administration, Alberta Teachers' Association, Banff, October 1969. Calgary, Alberta: Department of Educational Administration, University of Calgary, 1970. 216 pages. ED 039 644 Document not available from EDRS. (Available from Department of Educational Administration, University of Calgary, Calgary 44, Alberta, Canada. $5.00.)

The thirteen papers in this collection are: (1) "Emerging Trends in the Administration of Canadian School Systems," by J. H. M. Andrews; (2) "Differentiated Staffing," by S. A. Earl; (3) "Communication in Educational Administration: The Enigma of Changing Expectations," by J. O. Fritz; (4) "Systems Analysis and Its Relationship to Educational Planning," by S. J. Knezevich; (5) "Teacher Power," by A. Kratzmann; (6) "Personnel Organization in School Systems," by D. A. McKay; (7) "Emerging Trends in Administering Pupil Personnel Services," by J. G. Paterson; (8) "Supervision and the Principalship," by J. W. Peach; (9) "Galaxies of Hierarchies," by W. Pilkington; (10) "Emerging Trends in School Buildings," by A. J. Proudfoot; (11) "Innovation and the Role of the Administrator," by W. N. Toombs; (12) "Toward a Negotiable Person," by E. A. Torgunrud; and (13) "Commentary on the Conference," by E. Hawkesworth. An alphabetical list of conference participants is included.

34. Raths, James, and Leeper, Robert R., editors. The Supervisor: Agent for Change in Teaching. Papers from the ASCD Eleventh Curriculum Research Institute (Washington, D.C., November 6-9, 1965, and Denver, Colorado, April 23-26, 1966). Washington, D.C.: Association for Supervision and Curriculum Development, 1966. 136 pages. ED 031 428 MF $0.65 HC not available from EDRS. (Available from Association for Supervision and Curriculum Development, 1201 Sixteenth Street NW, Washington, D.C. 20036. $3.25.)

The eight papers in this volume are concerned with recent thinking and research on supervision, with emphasis on the role of the supervisor as a change agent in schools. "Helping Teachers Change" by James B. Macdonald suggests supervisory dilemmas that pose philosophical and ethical questions. Two papers deal with the psychological

mechanisms operating between teacher and supervisor: "An Interaction Model Applied to Supervision" by Robert D. Boyd and "Effects of Supervisor's Knowledge of Student Teacher Personality Evaluations" by Thomas A. Ringness. Two papers report research regarding the efficacy of different procedures for providing feedback to teachers: "Interaction Analysis as a Feedback System in Teacher Preparation" by Edmund Amidon and Evan Powell and "Professional Integration and Clinical Research" by Ted W. Ward. "Strategies for Instructional Change: Promising Ideas and Perplexing Problems" by Ben M. Harris and "Challenges for Supervisors" by Leslee J. Bishop identify supervision problems and suggest ways they may be met. James G. March in "Organizational Factors in Supervision" presents several models developed by organizational researchers, suggesting their use by supervisors in understanding the functioning of an organization. A preface and final note were written by James Raths.

35. Sergiovanni, Thomas J. What Kinds of Objectives for Supervisors? Columbus: Ohio State Department of Education, 1971. 10 pages. ED 066 817 MF $0.65 HC $3.29.

This report discusses the kinds of objectives supervisors should pursue and proposes an approach that emphasizes human resource development and organizational enrichment. The author illustrates the advantages of this approach over traditional and contemporary supervisory approaches. The report considers four major problems faced by supervisors and administrators: change, control, motivation, and leadership.

36. Springer, E. Laurence. Independent School Administration. 1967. 158 pages. ED 051 580 Document not available from EDRS.

Discussions and conclusions in this book are based on observations and data from case studies of independent school operations. The book deals with the management of privately supported schools and offers guidelines for more effective and economical operation of private schools. Subjects discussed include the role and organization of governing boards, the relationships of governing boards to the administrative head of the school, the administrative structure and arrangements for internal management, financial planning and controls over expenditures, and sound business practices. Also examined are the role of the faculty, the problem of adequate compensation for the teaching staff, relationships with alumni and the public, and the problems of fund raising. Appendixes include sample maintenance forms and an excerpt of professional standards covering relationships between school heads and boards of trustees.

37. Stanavage, John A. "Man About School or How Can the Principal Be or Become an Instructional Leader?" Paper presented at National Association of Secondary School Principals meeting, Atlantic City, New Jersey, February 1968. 16 pages. ED 030 970 MF $0.65 HC $3.29.

To perform effectively the role of instructional leader, the contemporary secondary school principal must recognize his "principalship" by delegating to staff assistants responsibility for such managerial activities as student control, student activities, public relations, and plant operation. Following such a reorganization, the principal will find time for those activities more fundamental to the role of instructional leader: classroom observation, staff committee sessions, individual conferences with teachers and students concerning the instructional program, attendance at educational curriculum meetings, and reading and writing. A staff organization that allows the principal to function as the instructional leader should be a primary goal for any principal who wishes to affect instruction and curriculum development in his school.

38. Young, David B. "Effective Supervisory Conferences: Strategies for Modifying Teacher Behavior." Paper presented at Association for Supervision and Curriculum Development annual conference, Chicago, 1969. 23 pages. ED 041 840 MF $0.65 HC not available from EDRS.

The supervisory function should basically involve teaching teachers rather than evaluating teaching styles, with the teaching consultant guiding a teacher in the analysis and modification of his teaching performance through a systematic decision-making process. This paper suggests supervisory procedures for a new model that would serve the function of facilitating teaching. A theoretical approach to the analysis of teaching includes analysis of self, learner, content, and conditions of learning. The author describes the operational systems developed to categorize teaching into discrete behavioral acts observed in the classroom, analyzes supervisory procedures that have proved effective in modifying teacher behavior in the desired direction, and outlines specific supervisory requirements for various conference strategies: establishment of preconference set, provision of feedback, selection of focus, provision for discrimination training, provision of a model for teaching behavior, and provision of closure. The use of the microteaching sequence, of videotape feedback as a common frame of reference, and of models of teaching behavior are discussed with reference to their use in the teacher-supervisor conference format.

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